

THE
ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF CANTON,

FOR THE YEAR ENDING FEBRUARY 28, 1880.

School Committee.

J. MASON EVERETT.

GEO. F. SUMNER.

JESSE FENNO.

JOSEPH W. WATTLES.

THOMAS LONERGAN.

ARTHUR C. KOLLOCK.

VIRGIL J. MESSINGER.

JOHN EVERETT.

FRANK R. BIRD.

Superintendent of Schools.

GEORGE I. ALDRICH.

BOSTON:

WILLIAM BENSE, PRINTER, 35 CONGRESS STREET,

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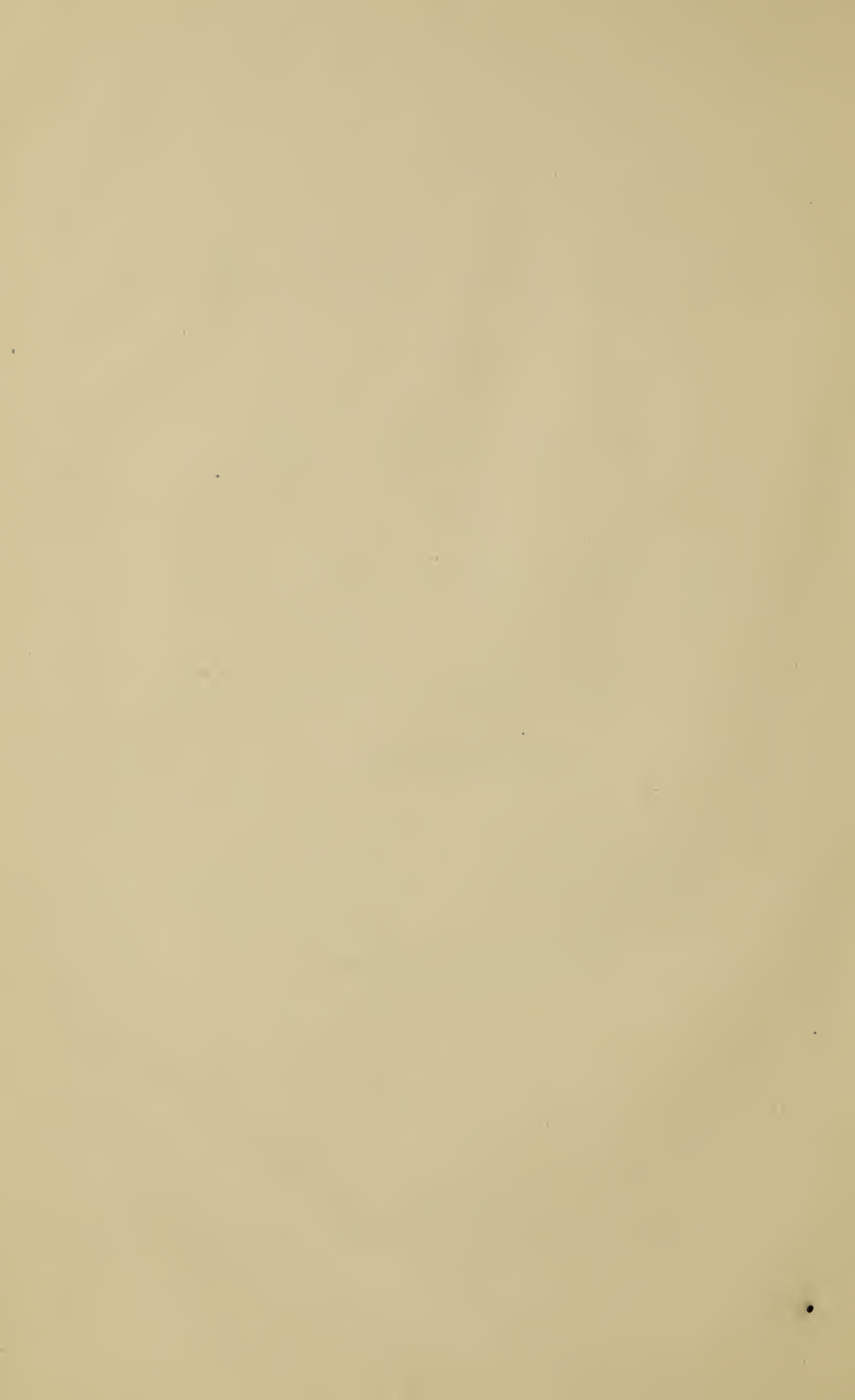
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R E P O R T .

THE School Committee of Canton herewith submit their annual report :

SCHOOL ACCOMMODATION.

Allusion has been made in our reports of recent years to the constantly increasing number of children in No. 3 school, and of the necessity that must arise in the near future to provide for their accommodation. To meet the difficulty in some degree, an assistant has been at work in the lowest or D primary during the past year. The time has now come when this expedient will no longer avail. Viewed in the light either of the health, comfort and progress of the children, or of economy to the town, the necessity for providing another primary school room is apparent. An estimate of the cost for rent, furniture and fitting up, shows that \$500. will be required for that purpose, and that sum has been added to our estimate for the ensuing year.

The same considerations of health, comfort and progress of the children and of economy to the town, show the necessity for re-furnishing the school house on Pleasant street, but it is thought that this and such other changes as may be necessary may be accomplished without adding to the appropriation of last year. Both of the above topics are discussed at considerable length in the report of the superintendent to which reference is made for further information upon the subject.

WATER SUPPLY.

Your attention is called to the deficiency in the water supply in several of our schools. At school No. 3 the situation of the well is such that either by soakage from the pond or from the privies, or both, the water is rendered unfit for use. At school No. 1, the action of the town in lowering the road-bed has exposed the pipe crossing the road at that point to the action of the frost, and cut off the supply. At Ponkapog there has never been any water supply. In each of the above instances water is now obtained from neighboring families at great inconvenience to those neighbors and to the schools. The supply in No. 1 should be renewed without delay, either by lowering the pipe and renewing it where injured, or by the building of a cistern. The No. 3 school and Ponkapog should be supplied with either cisterns or wells as soon as possible. From a sanitary point of view, the sinking of a well in proximity to a school where between three and four hundred children are gathered for ten months in the year is at least questionable, while the expense, with the probability of encountering a ledge, both at Ponkapog and No. 3, would be likely to be large.

ATTENDANCE AND TRUANCY.

The attendance during the past year has been quite good throughout the town. Making allowance for sickness and those children who, having complied with the statute, are at work in the mills, there has been but little to complain of except the dozen or more cases of habitual truancy. These have been the cause of sore vexation to the Superintendent, the teachers, and to their parents in most instances, and the effect of their example upon the children of this town, to say nothing of the effect of their conduct upon themselves, is simply appalling to contemplate. Attempts have been made

to secure the conviction of some of the most aggravated cases, but owing to a defect in the town by-laws such attempts have proved futile. By recent alterations in these by-laws it is believed that these defects have been removed, and that a conviction is now possible. For the information of all concerned, the new by-laws relating to truancy are printed below, and notice is hereby given of the determination of the Committee to do all in their power to secure their enforcement.

BY-LAWS RELATING TO TRUANCY.

SECTION 1.—Any child, resident in the Town of Canton, who, while a member of any public school in the town, shall absent himself from said school without the knowledge and consent of the teacher of such school, or without sufficient excuse from his parents or guardian three times on three different days within the period of one month, or shall, within the period of one month be six times wilfully tardy at school, without sufficient excuse from his parents or guardian, shall, in each case, be deemed and taken to be an habitual truant.

SECTION 2.—It is hereby required of each child between the ages of seven and fourteen years, resident in the town, to regularly attend some school or institution for instruction, unless engaged in some regular occupation; in which case such child so employed shall annually attend some school or institution for instruction; at least twelve weeks, six weeks of which shall be consecutive; and any such child who shall wilfully and without just excuse neglect and fail to comply with the requirements of this By-Law, shall be taken and deemed to be an habitual truant.

SECTION 3.—Every child who shall be convicted of being an habitual truant under these By-Laws shall be punished by fine not exceeding twenty dollars, or be committed to any House of Reformation that may be established within the County of Norfolk, by the County Commissioners, or to any suitable place of detention in this town which is or shall be provided for children who may be convicted of violating the laws in relation to truancy.

SECTION 4.—Any child between the ages of seven and sixteen years, residing in this town, who shall be found wandering about in the streets or public places of the town having no lawful occupation or business, not attending school and growing up in ignorance, shall, upon conviction thereof, be punished in the same manner as provided in the preceding section for habitual truants.

SECTION 5.—The town shall, at their annual meeting, choose three or more suitable persons to act as truant officers for the town, and they shall receive such compensation for their services as the Selectmen may determine.

SECTION 6.—It shall be the duty of the truant officers to inquire into all violations of these By-Laws, relating to truancy, and do all acts required of them herein; and they alone are authorized to make complaints for violations thereof, and carry into execution the judgment thereon.

SECTION 7.—It shall be the duty of the teacher of any school in the town who knows of any case of habitual truancy in his or her school, to give immediate information thereof to one of the truant officers of the town.

SECTION 8.—It shall be the duty of every truant officer, before making any complaint for offences under this article, to notify the offending child and his parent or guardian of the offence committed and of the penalty therefor, and if the truant officer can obtain satisfactory pledges for the good conduct of the child, he may, in his discretion, forbear to prosecute, so long as such pledges are faithfully observed and kept.

SECTION 9.—The Almshouse in this town, and any house of reformation which has been or may be established by the County Commissioners of the County of Norfolk, within said County, or the Plummer Farm School in Salem, in the County of Essex, are hereby assigned and provided as suitable places for the detention of children convicted of violating the laws relating to truancy.

PUBLIC LIBRARY AND THE SCHOOLS.

In co-operation with the Library Committee, steps have been taken looking to a closer connection between the library and the schools. Such books as it has seemed desirable that the children should read have been placed in the hands of the Grammar teachers and loaned by them to their pupils. It is the purpose of this Committee to enlarge the scope and extend the application of this plan as fast and as far as experience shall show to be desirable and the circumstances will admit. That an opportunity is afforded in such a field for exerting an influence in favor of good reading matter by directing the choice of books to be read and by cultivating a taste for reading them, admits of very little doubt.

HIGH SCHOOL.

This school now numbers fifty pupils, and continues to do excellent work. The need of more and better appliances for teaching natural philosophy is recognized by the Committee, and will be supplied as fast as circumstances will allow.

By reference to the Superintendent's report it will be seen that the course of study for the High School has been modified in the interest of those who are unable to remain longer than one year in the school, and also of those who do not wish to study Latin at all. The admissions to the High School in September were twenty-four, thirteen from School No. 1, and eleven from School No. 3.

The graduating exercises of the Class of 1879 took place June 27, on which occasion diplomas were given to the following

GRADUATES :

Alice Walker Ames,	Winthrop Packard,
Marion Amanda Bowman,	Emma Florence Pitcher,
George Hosea Capen,	Ellen Reardon,
Gertrude Capen,	Ella Gertrude Richards.
Arthur Liscom Hewett,	

TRAINING CLASS.

An account of the two training classes of 1878 and 1798 is given in the Superintendent's report, and the subject is introduced here for the purpose of emphasizing the advantage of the results obtained, not only to the individual members of those classes, but also to the town which has by their means been enabled to fill vacancies in its corps of teachers with those who have been trained for the work, and from our own population. We also desire to emphasize the fact that these advantages have been rendered possible only by the present plan of supervision in our town.

The attention of graduates of the High School and others desiring to make teaching their vocation, is called to the opportunity thus offered for preparation for their work.

NORFOLK COUNTY EXAMINATIONS.

At the instance of the Association of School Committees and Superintendents of Norfolk County, an examination of the schools of that county has been made by George A. Walton, an agent of the Board of Education. The examination was made about a year ago, and the results obtained form part of the report of the Board of Education, just issued. The Association had a definite purpose in view in instituting these examinations. That purpose was to gather and present evidence of an unimpeachable character as to the actual results obtained in the schools in reading, writing and arithmetic at the end respectively of four and of eight years actual attendance in school. Some of the members of the Association were already tolerably certain of the meagreness of the results obtained in our schools, but, unsupported as they were by evidence as to actual facts, their statements were quite generally discredited, and in many instances hotly denied. It seemed to them a hopeless task to create a general demand for better results, while the people believed the schools were already doing excellent work. Nothing, then, short of actual facts obtained by the most pains-taking and impartial investigation would enable them to successfully challenge the attention of the people and create a demand for better things. These facts have been obtained and are of a nature to awaken every unprejudiced mind to the absolute necessity of demanding and obtaining better work in our schools. Five thousand extra copies of the report have been ordered by the legislature for general distribution among the School Committees and teachers of the State. Never before has a work been undertaken and carried to completion, having so direct and important a bearing upon the welfare and progress of our schools. Following the demand likely to be created by a study of this report will naturally arise the question, What shall we do to be saved? This will lead to

general discussion as to the ways and means of improving our schools. What those ways and means would be likely to be in a community awake to the interests of its schools may perhaps be inferred from the following extract from Mr. Walton's report :

"My experience in other schools for a number of years leads me to the conclusion that the schools of Norfolk County are not, as a whole, better or worse than similar schools in other parts of our State. The conditions which make schools poor or good are the same everywhere. Their failures result from poor organization, insufficient appliances for teaching, or from the teaching itself. These in their turn result from inadequate support and from an ineffective supervision. The examinations clearly indicate that more depends upon the supervision of the schools than upon all other causes combined. It will be said that the teacher makes the school. True; but the teacher is found or made by the supervisor. An important duty of this officer is to seek the best teacher the market affords; assign him to his place; help him to plan and organize, to remove obstacles without and within.

But, it may be asked if the means are inadequate, what can the supervisor do? It will generally be found that wherever there is good supervision the means are not inadequate. Good supervision implies liberality in providing, and economy in administering. But, without the means to employ high-priced teachers, it becomes a far greater necessity, to secure effective supervision. How else are the untried teachers to be shown the best methods? How else are the children to be saved from becoming victims to teaching which is based neither upon training nor experience?

The supervisor of schools has an important duty yet to perform in securing better grading; in the county as a whole the examinations show that the average rank of the older class of pupils in graded schools is nearly 12 per cent. higher than that of the same class in mixed schools. No estimate has been made for the lower class; but without doubt the difference is still greater.

While it is probably true that the schools of Norfolk County do not differ on the whole from schools elsewhere, there is a most gratifying interest awakened in most towns of the county in methods of teaching, in courses of studies, and in school supervision, which gives great promise for the future. One important cause for this awakening is the earnest spirit which has actuated the association of school committees of the county in everything they have undertaken. It will be a high honor if my effort in any way advances the ends the association has in view.

By throwing their schools open to the public without reserve, as they have done in these examinations, the committees have invited criticism.

It will undoubtedly be liberally bestowed. But, if the motives that prompt the criticism are as sincere and noble as those which have presented the occasion, Norfolk will not be the only county to receive a blessing."

Happily for its schools, Canton did not wait for the evidence afforded by this report, and is already well advanced in progress towards better things. We print, in connection with this report, Mr. Walton's table of percentages showing the relative standing of the towns of the county. In this table Canton is designated by the letter "E". It will be seen that Canton occupies relatively a high position in the county, being the third town in Primary and the fourth town in Grammar School work. This fact is alluded to not to show that our schools are what they should be, or what we hope to make them, but rather to show that the early adoption of wise methods of teaching and supervision has given Canton a higher rank than many towns which, while appropriating much larger sums of money for their schools, have neglected to adopt these methods. By the recent report of the Board of Education, Canton ranks 18 in the county in respect to the "sum appropriated for each child between five and fifteen," the amount so appropriated being \$11.05. Adding the cost of supervision, this sum is increased to \$12.49, and the rank in the county to 13. That with comparatively so small an appropriation we should rank in these examinations alongside of, and in some instances above, towns appropriating two dollars to our one, is a fact which we believe to be directly due to our present plan of supervision. Upon this point we quote from the report of the Secretary of the Board of Education :

"By an actual examination of all the schools of one of our counties, it has been determined that those under the care of special supervision are producing far better results than those left to the accidental visits of agents quite fully engaged in other employments."

We take some satisfaction in referring to the relative standing of the Canton schools, as shown by these examinations, in

view of the following language, copied from our report of last year :

"So far as our own town is concerned, the problem demanding a solution at our hands would seem to be this : how can Canton, with an appropriation per child of less than one-half of that of Brookline or Milton and lower than most of the adjoining towns, secure results that shall be equal to the best. We believe that this can be done but in one way, and we believe that way lies in the very direction in which we are now moving. A good teacher will teach a good school, but the best teachers may be helped by skilful supervision. But the best teachers command high salaries, and high salaries in Canton are out of the question. What we need then is just that persistent training that shall make good teachers from the material we have at hand, and at a cost within our reach."

SUPERVISION.

Under this head it seems proper to say a word as to the character of the work done by Mr. Aldrich. It is not too much to say that his selection to fill the responsible position of Superintendent was a piece of rare good fortune for our town. Coming among us less than two years ago, an entire stranger to us all, and taking up his work in the face of much opposition, he has prosecuted that work with such excellent judgment as to secure the entire confidence not only of the teachers and the Committee, but also of the parents and children. The beneficial influence of such a man working in our schools can hardly be over-estimated. To recognize this fact and not make every effort to retain that influence would have been inexcusable. When, therefore, we observed that others were looking in this direction and offering him other and much more lucrative positions, we were ready to avail ourselves of every means which promised to make his connection with our schools a permanent one. Of the various projects that suggested themselves, none seemed so safe, so feasible and at the same time

so promising of good results, as to share with Milton what we could not hope longer to keep wholly to ourselves. Milton has acted both by her Committee and in town meeting, and although the arrangement has not at the moment of writing this report been fully consummated, there is little reason for doubt that it will be unless the citizens of Canton should determine otherwise. The salary agreed upon to be paid by each town is \$1,100, being substantially what has been offered him by two other towns and is understood to be now awaiting his acceptance in a third town. So far as Canton is concerned, she pays less for a smaller amount of service, and while at first thought the reduction in service appears greater than the reduction in salary, when we consider that about one-third of a Superintendent's time would be devoted to work which is common to both towns, we conclude that the salary proposed is not out of proportion to the results likely to be obtained. Indeed, with Canton already well organized for the work, there would seem to be little reason to suppose that any perceptible difference would be noticed in the progress of our schools. While on the other hand a change of Superintendents at this time would be certain to cause confusion and delay, and possibly disaster.

PROGRESS.

We have already indicated our opinion of the results thus far obtained from the "new departure" in this town. Briefly stated, those results are all that could have reasonably been anticipated. The progress noted a year ago has continued throughout the year. The opinion as to our methods of a year ago has become the conviction of to-day. It is only necessary that we should press vigorously forward in the path upon which we have entered, to secure in the end for our children the priceless blessing of a good practical education.

ESTIMATES FOR 1880.

The Committee estimate the expenses for 1880 as follows :

For teachers' salaries, fuel and care of school-	
rooms, - - - - - -	\$11,000 00
Estimating the School Fund and dog license at	600 00
<hr/>	
We have a balance to be appropriated of -	10,400 00
For repairs, incidentals and supplies, including	
\$1,100 for supervision, - - -	2,700 00
For new Primary School, - - -	500 00

The above estimate does not include the cost of renewing any insurance upon the school-houses that may expire during the coming year.

The report of the Superintendent, which follows, is commended to your careful attention.

J. MASON EVERETT,	}	<i>School Committee.</i>
GEO. FRED. SUMNER,		
J. W. WATTLES,		
ARTHUR C. KOLLOCK,		
JESSE FENNO,		
THOMAS LONERGAN,		
V. J. MESSINGER,		
FRANK R. BIRD,	}	
JOHN EVERETT,		

REPORT OF SUPERINTENDENT.

To the School Committee of Canton :

STATISTICS.

The following is respectfully submitted as my second annual report :

Population of Canton, by the State census, 1875,	4,192
Valuation, - - - - - 1879,	\$3,063,870
Number of children between five and fifteen years of age, May 1, 1879,	942
Number of Schools,	18
“ Teachers,	22
Whole number of pupils registered during year,	979
Average number belonging,	721.6
Average daily attendance,	681.9
Ratio of attendance to average number belonging,	.94
Sum appropriated for each child between five and fif- teen, 1877-8,	\$12.736
Canton being 81st in the 342 towns of the State.	
” 13th ” 24 ” ” county.	
Sum appropriated for each child between five and fif- teen, 1878-9,	\$11.054
Canton being 107th in the 344 towns of the State.	
” 18th ” 24 ” ” county.	
Per centage of valuation appropriated to schools, 1877-8	.00372
Canton being 101st in the 342 towns of the State.	
” 11th ” 24 ” ” county.	
Percentage of valuation appropriated to schools 1878-9,	.00351
Canton being 129th in the 344 towns of the State.	
” ” 14th ” 24 ” ” County.	

Average cost for each child between five and fifteen in				[the State, 1877-8,	\$14.308
"	"	"	"	" county, 1877-8,	14.611
"	"	"	"	Canton, 1877-8,	12.736
Average cost for each child between five and fifteen in				[the State, 1878-9,	13.717
"	"	"	"	" county, 1878-9,	14.475
"	"	"	"	Canton, 1878-9,	11.054

EXPENDITURES FOR YEAR ENDING FEB. 28, 1880.

Teachers' Salaries, Fuel and Care of Rooms,	-	\$10.740	41
Repairs, Incidentals and Supervision,	-	2	922 19

Your attention is directed to the detailed report of expenditures which closes this report.

Before approaching the topics which immediately concern our own schools, I desire to direct your attention to the condition of educational affairs in the county and State. The last two years have been a period of unusual activity in school matters. Throughout the Commonwealth there has seemed to be a general awakening, and nowhere has the interest been more marked than in Norfolk County. For many years the schools of Massachusetts have enjoyed a splendid reputation; a reputation which they have fairly earned. There has seemed to be great danger during late years, however, that, possessed of this grand reputation which descended to us as a legacy, we should forget our own duties to the schools, and, lost in self satisfaction, be content to live upon the glory achieved by the fathers. The one duty which devolves upon this generation is *progress*: holding on to everything which is good, we are emphatically called to press onward to better things which are before. We should notice that the schools of the State more fairly deserve their reputation when measured by a *relative*, rather than by an *absolute* standard. Compared with the schools of a sister State a distant kingdom, they may prove far superior; contrasted with what they should be and what they can be made, they are equally inferior. It is known to you that, during the past year, at the invitation of the associated committees thereof, Mr. Geo. A. Walton, agent of the Board of Education, made an examination of the schools of Norfolk County. So far as it went, this

examination was thorough and critical. It was not exhaustive, inasmuch as it paid no attention to certain studies—history and geography for example. It concerned itself especially with reading, spelling, writing and arithmetic, studies with which our teachers are supposed to be most familiar, and in which the results are the best of any we can display. Now, I have no hesitation in saying that the showing made by this examination is most lamentable. Nothing could elsewhere be found which would so completely chill any feeling of complacency as the mass of papers collected by the examiner, and I am led to repeat the statement made in the report of last year that considering the time and labor and money expended, the results obtained in our schools are fearfully inadequate. A portion of Mr. Walton's report appears in the 43d annual report of the Board of Education, and other copies will be printed by the State for gratuitous distribution. I commend it to the notice of every one who desires to make himself familiar with a most interesting and reliable document. I see no reason why the facts made apparent by the examination of the schools of Norfolk County will not equally apply to the whole State. The truth is that a great difference exists between the schools of the city,—having the advantages of well-paid, skillful teachers, proper grading and responsible supervision—and the schools of the towns devoid of all these advantages. Nearly all our best school men are occupied in the cities, and I think fail to appreciate the great gap which opens between the well-equipped city schools and the miserable affairs which often pass by the name of schools in the country districts.

By neither the one class nor the other is the educational status of the State to be determined but by a fair consideration of all the schools of the State, the best as well as the poorest. The State, as a State, owes something to every one of its children. It partially recognizes this obligation in the distribution of the school fund, but this is not enough. A wise policy would lead the cities of the Commonwealth to favor any measures which would tend to diminish the disparity between their own schools and the schools of the remote, thinly-settled country districts. Individuals from the latter are constantly finding their way to the city, and it is an

important question whether they shall add to the ignorant, criminal class, or to the intelligent, industrious one.

With this brief survey of educational affairs in the county and State, showing, as it does, the necessity of exertion on the part of towns in order that they may offer their children advantages approaching those afforded by the city, I come now to the consideration of our own schools, and of the special duties awaiting performance at our hands. I name first two measures, the absolute necessity of which I hope to demonstrate.

ADDITIONAL SCHOOL ROOM.

The D Primary room in District No. 3, Miss Silloway's, is an apartment 31 feet in length, 25 feet in width, and 13 feet in height. The following table shows the average membership and average daily attendance upon said school for the last nine months:

Month ending	Av. No. belonging.	Av. daily attendance.
March 28, 1879.	50.8	45.3
April 25, 1879.	64.	57.
May 29, 1879.	79.2	75.2
June 27, 1879.	79.6	74.3
Sept. 26, 1879.	76.1	72.2
Oct. 24, 1879.	75.7	72.4
Nov. 21, 1879.	76.5	69.4
Dec. 19, 1879.	70.9	67.2
Jan. 30, 1880.	63.5	57.1

Av. No. belonging for 8 months, 71.6. For 9 months, 70.7.

“ daily attendance “ 66.6. “ 65.5.

If we divide 10,075 cubic feet—the contents of this school room by 65, the average number of scholars in daily attendance, we find that each occupant will have 155 cubic feet of space. According to the best authorities on this subject, each occupant *should* have at least 250 cubic feet. At a moderate estimate each occupant of the room contaminates 3.76 cubic feet of air per minute; the 65 occupants contaminate 244.4 cubic feet per minute, and at this rate the whole amount of air in the room is rendered unfit for

further use in about 41 minutes. The air of a school room should be renewed at the rate of 2,000 cubic feet per hour for each occupant, but this, with the means at our disposal, is simply impossible. Again, the floor space of this school room amounts to 775 square feet. This will allow about 12 feet area on the floor to each child, while the authorities show that he should have 20 feet. To state this matter in a different way, according to the amount of floor space which this room affords, *a family of six persons would occupy a room 8×9 feet.*

It appears, then, from the above, that from sanitary reasons, if for no others, more room is most urgently needed. The same thing is equally apparent if we view the matter in its economic relations. The wisdom or the folly of any expenditure of money must be determined by the return which the money brings. Most emphatically is this true in the case of schools. Everybody, in any degree competent to give judgment in the matter, knows that no teacher can do justice to anything like the number of first year scholars which are in this school. I do not hesitate to say that, by having two schools where we now have one, with less than twice the expense of the present school, we can secure results more than twice as valuable. If it is wise to pay ten dollars for an article of twice the intrinsic worth of another costing six dollars, for the same reason, and in the same degree is it advisable to take the step which I urge. By continuing the present arrangement, we are compelled by too early promotions from grade to grade to lower the standing of the whole school. The teacher, also, in this connection has some claim to consideration. The salary paid a faithful and skilled teacher is absurdly inadequate when compared with the honest, earnest, conscientious service rendered. I know of no work more exhausting than the management of a Primary School, and any town is guilty of injustice to its own children, to its faithful servants, to its own best interests—considered in whatever way—which compels teachers to labor term after term, hampered by conditions which utterly forbid a high degree of success.

FURNITURE.

I now call your attention to the necessity of new furniture for the Pleasant street School. The room is fitted up with two rows

of long benches, having five chairs, close together, to each bench. This is simply the double desk evil intensified. Every scholar should have free access to his desk without disturbing his neighbors; the teacher, also, should have free access to every scholar. The edge of the desk and edge of the seat should be in the same perpendicular line. This is not the case with the present furniture, nor will the style of the chairs admit of such an arrangement. At present a never-ending temptation to whispering and communication is put before the children. You can do nothing which will so improve the general discipline of the room, so improve the work of the teacher, as to re-furnish with single desks.

I am aware that the foregoing, although important reasons, do not demonstrate the absolute necessity of a change. But let us go a step further. We are all agreed that a child in school should have a support for the feet and for the back. None of us believe that it is well for a child to sit for several hours each day on the extreme edge of a chair, with no rest for the back, and with feet dangling in mid air—and yet this is precisely what a large proportion of these children are doing to-day. I find, on investigation, that of forty-four children in the school, there are only fourteen who are able to gain support from the back of the chair and at the same time rest the entire foot upon the floor. Twelve are able to rest a portion of the foot upon the floor when the back is supported, and *eighteen do not touch the floor at all.*

In this connection I desire to quote from an early report of the Board of Education the testimony of Horace Mann, and of an eminent physician, Dr. Jno. C. Warren. Mr. Mann says:

“A live child cannot be expected to sit still unless he has a support to his back, and a firm resting place for his feet. As a scholar sits upright in his seat, the knee joint forming a right angle, and the feet being planted horizontally upon the floor, no pressure whatever should come upon the thigh bone where it crosses the edge of the seat. . . . Children sometimes go to school at an age when many of their bones are almost as limber as a green withe, when almost any one of the numerous joints in the body may be loosened or distorted. They go almost as early as when the Chinese turn their children's feet into the shape of horses' hoofs; or when some tribes of Indians make their children's heads as square as a joiner's box. And, at this period of life, when portions of the bones are but little more than cartilage

and the muscles will stretch like sheep's leather, the question is whether the seats shall be *conformed* to the children, or the children shall be *deformed* to the seats." To this Dr. Warren adds:

"Let any man try the experiment and see how long he can sit in an upright posture, on a narrow seat or bench, without being able to reach the floor with his feet, and consequently with the whole weight of his feet, boots and the lower parts of the limbs, acting with the power of a lever across the middle of the thigh bones."

You, as Committee men, in visiting a school, desire to see the children sitting in good positions, quiet and with attention concentrated upon their work. If you find them lopping about on desks, restless, and bestowing attention on nothing in particular, your impression of the room must be a poor one. You cannot reasonably expect good positions with such furniture as this room possesses; quiet and concentration are not to be hoped for unless the bodily surroundings are what they should be. I think these latter reasons show the great necessity of such an expenditure as will fit up the room in at least a comfortable manner. I have dwelt at some length upon these two subjects, because I feel that they are the most important steps that the Committee need to take during the coming year. I discover many and powerful reasons in favor of these improvements; I know of none which forbid them.

TEACHERS AND METHODS.

Without doubt the most important duty devolving upon School Committees is the employment of good teachers. To retain a poor teacher in service is the most extravagant course a town can pursue. It would be true economy to pay such a one to stay away from the school room and then to hire a skilled instructor to manage the school. I think we may distinguish the present period in Massachusetts school affairs as the "Era of Methods." In the past it has been necessary to struggle for comfortable school houses, properly furnished, warmed and ventilated, for schools of the proper length, for improved text-books, for suitable apparatus, for the keeping of proper records, for the legislation necessary to secure certain desirable results, for the establishment of high schools, for the employment of teachers of good character and sufficient intelligence. Long and vigorous agitation has been neces-

sary before these things have been brought about. Now, starting from this vantage ground, it may be clearly seen that something more is necessary. It is not enough that we have teachers of good character, knowing thoroughly the subject matter to be taught. It is not enough that public sentiment be sufficiently enlightened to continue to the schools the privileges already granted. The time has come for all to admit—as the few now do—that we must indeed demand the highest character and the largest degree of intelligence in our teachers, but we must demand more. We must have a class of workers in our school rooms, who are in very truth *teachers*. They must know thoroughly each topic of study; the relation which each topic bears to other topics, and to the development of the mind; they should know as much as possible of the order in which the faculties are developed, to the end that their labors may help and not hinder this development; they should have a clear idea of education as opposed to instruction; they should be able to properly estimate educational values; that is, they should know clearly the most valuable ends to be secured and the means by which these ends are to be reached. In a word, the times demand that such an order of work be done in the school rooms as shall put a finishing blow to the pernicious idea that any body can teach school—an idea which has been one of the most hurtful, expensive mistakes which ever afflicted the commonwealth. The day has come when every intelligent man must admit the existence of a Science of Education and the existence of an Art of Education founded upon it. When this admission is generally made, the people will demand more of our schools than they do to-day—they will rebel at being obliged to put up with many things which they now amiably endure. We shall shortly, then, demand on the part of every teacher an acquaintance with the best methods of work in every department of study. Here something may well be said of the work of the supervisor. He should be, first of all, a successful teacher himself, and is to be regarded as a teacher among teachers. It is his province to give unity to the work of a town, to see that all the educational forces are moving in the same direction, to lead teachers' to become acquainted with one another by means of teachers' meetings, exchange of visits, &c. It is his duty to see that, so far as is possible, all the children of the

town have equal advantages. He is to be ready to strengthen the weak, advise the doubting, encourage the despondent and train the inexperienced. It is his duty to see that his schools get the benefit of the best that is any where known. He is, in short, to stand behind the whole educational machinery ready to push it to the full exercise of its power.

ORDER AND DISCIPLINE.

“Really good discipline is the maintenance of order through the voluntary co-operation of the children.” There are certain external conditions of good discipline which are absolutely indispensable. Such are freedom from over-crowding, good lighting and ventilation, and suitable desks. The very appearance of the school room exerts an important influence on children. It is impossible to have good order in a room where the children are huddled together in a space too small to seat them comfortably, where there is no room for them freely and frequently to change their posture, where the desks and chairs are too high or too low for comfort, or where for the greater part of a session the sun is in their eyes. I wish to emphasize in this connection—not the duty of the teachers—but the duty of the committee to fulfill those conditions which shall make possible success on the part of the teacher. In the opening of this report, I indicated the two most important steps. In addition to these, I shall hope during the year to have your permission to render some of our school rooms more attractive by a proper supply of curtains, a suitable use of whitewash for ceiling, and kalsomine for walls. Be assured that such small expenditure as may be needed will be amply repaid in the greater love which the children will feel for the school room and the general improvement of the tone of the schools. How can we expect a place to be attractive to a child, that from its barren, gloomy, cheerless appearance, strikes a chill to the heart of an adult? The idea of making the school room an attractive, pleasant, happy place for the children, sometimes provokes criticism. The notion of the critic seems to be that such a course must involve the giving up of all discipline, the removal of all difficulties, the sacrifice of all earnest work on the scholar’s part, in short a course of “babying,” of feeding on sweetmeats which would be fatal to all healthy growth. If

this notion were well-founded, there were abundant cause of alarm. Happily it has been proved over and over again that it is possible to have schools—next to home in the affection of the scholars—where the discipline shall be really strict, the order excellent, and where the consciousness of work well done shall be a chief source of the happiness of the children. On this point Dr. Carpenter—the eminent English authority, remarks:—

“Those strong-minded teachers, who object to these modes of ‘making things pleasant’ as an unworthy and undeniable ‘weakness’ are ignorant that in ‘this stage of the child-mind, the will—that is the power of self-control—is weak, and that the primary object of education is to encourage and strengthen, not to repress that power. Great mistakes are often made by parents and teachers, who, being ignorant of this fundamental fact of child-nature treat as wilfulness what is, in reality, just the contrary of *will-fullness*; being the direct result of the want of volitional control over the automatic activity of the brain. To punish a child for the want of obedience, *which it has not the power to render*, is to inflict an injury which may almost be said to be irreparable.”

GRAMMAR SCHOOLS.

It is well known that a very small portion of our children remain in school long enough to complete the Grammar school course. It is difficult to make an exact estimate, but I think we shall not be far from the truth in stating that portion to be twelve per cent. of all the children of school age. Of course the number who enter the High school will be indicated by a still smaller percentage. It appears then that one of our most important duties is to take such steps as will hold pupils in school long enough to complete the course of work laid down for the first named schools. To make this attempt successful, it is necessary that school authorities and parents should co-operate. From careful observation I am certain that in the majority of cases pupils can remain in school longer than they now do, if they themselves are so disposed. In other words, in the majority of instances, parents allow children to drop out of school and begin work of one kind or another, because the children become dissatisfied with their school life and eager for a change of employment. I am convinced that where children

love their schools, show themselves thoroughly interested in their studies, and exhibit a steady improvement, means will generally be found of keeping them for a longer time in attendance. The schools themselves are in a measure responsible for the evil which we deplore. They can free themselves from this responsibility only by improving in the greatest possible degree the character of the work which they do. Good, healthy, normal teaching from the beginning, amid pleasant surroundings, will accomplish wonders in this direction. I have introduced this matter here for the purpose of calling your attention to a plan which will aid us. I would advise that we mark the completion of the grammar school course by public graduating exercises, at which diplomas shall be presented, as is now done in the case of the High school. By allowing the various schools of the town to unite in such exercises, an occasion of great importance to all the children, and of very general interest to the citizens of the town would be presented. We should be able from the beginning to lead children to look forward to such graduation as an era in their school lives: we should make it a great thing in the eyes of our young folks to graduate from the grammar school. Such exercises, accompanied by a general display of the written work of all the children of the town would afford a fitting close to our school year.

ATTENDANCE.

The table appended to this report will afford detailed information in regard to the average membership of each school, the average daily attendance and the pro rata of tardiness found by comparing the whole number of tardinesses with the average daily attendance. There are in town quite a large number of boys of school age, whose attendance upon school has amounted to little or nothing at all, and who have spent most of their time in the streets. In several instances parents have indicated their desire that these boys should attend school, but have at the same time acknowledged their inability to control their action. In other cases parents display an entire lack of interest in the matter. These boys are growing up surrounded by no good influences, and as a result are rapidly going from bad to worse. Whatever persuasive measures were possible have been exerted to no effect.

Nothing remains but a stringent enforcement of the statute provisions in regard to truancy, and I earnestly recommend that this matter receive the early and determined attention of the board. By making examples of two or three of the worst cases, much good may be accomplished.

HIGH SCHOOL.

Mention was made in the report last year of the facilities provided for the proper teaching of chemistry. Further experience has completely demonstrated the success of the measures adopted. It is now necessary to make provision for the proper teaching of Natural Philosophy. The apparatus now in the school is very scanty in amount, and nearly worthless in value. To at once provide a full equipment for work in this science would be expensive. By expending only a limited amount during the present year, and continuing so to do for two or three years, the most pressing needs of the school will be met, and at the end of that time, such apparatus will have been accumulated as is necessary for the accomplishment of first rate results. Mere text teaching of Natural Philosophy can only be a farce, and I commend the requisite expenditure as one dictated by a spirit of the truest and wisest economy. Some dissatisfaction has been expressed with the present course of study. Careful examination fails to show where very decided changes can be made, so long as we have only the present number of teachers. Some slight alterations might, I think, be made to advantage. At present the study of Latin is pursued during the first three years of the course. I would suggest that a change be made to the last three years of the course. As a result of this pupils will come to the study of Latin, if at all, at a somewhat maturer age. I would recommend then that the following be the course pursued:

	1st YR.	2d YR.	3d YR.	4th YR.
1st T.	{ Algebra. Gen. History Phys'l Geog.	{ Latin. Geometry. Botany.	{ Latin. Geometry. French.	{ Latin & Fr.* Chemistry. Nat. Phil.
2d T.	{ Algebra. Gen. History Phys'l Geog.	{ Latin. Geometry. Review Arith.	{ Latin. French. Nat. Phil.	{ Latin. Chemistry. French.
3d T.	{ Algebra. Gen. History Phys'l Geog.	{ Latin. Geometry. Botany.	{ Latin. French. Nat. Phil.	{ Latin. Chemistry. French.

*On alternate days.

It should be understood that pupils may complete the course and graduate without studying Latin at all. In order to do this, however, they will be required to obtain the same mark in two studies during the last three years that pupils taking up Latin obtain in three studies. The above course seems open to criticism chiefly in that it gives pupils no acquaintance with English Literature. To introduce that study into the course in the ordinary way—namely by designating one of the numerous abridgments as a text book—seems to be impossible, and would be nearly barren of good results. To meet the deficiency which I have indicated, I would recommend that lists of standard books be prepared for each of the four years of the course, that each pupil be required to read a certain number of these books each year, and that a large portion of the session devoted each week to general exercises be taken up with the reading of criticisms, abstracts and reviews of the books read.

READING AND THE PUBLIC LIBRARY.

The teaching of the first steps in reading received some attention in last year's report. It may be sufficient to say here that our teachers are endeavoring to follow out the best methods which are known. Inspection of the results accomplished will show with what degree of success the work is being done. It will be quite generally agreed that to produce a love for good reading is the highest end to be secured; that, failing in this, we so far fall short of what we should attain. A casual examination of our older children will display a state of things, which, further and more critical tests, will only render more strikingly apparent. It will be found that many of these children read nothing unless they are obliged to, that many more read nothing save the veriest trash. I will further appear that the average child's stock of ideas—and consequently his vocabulary—is pitifully meagre. Of course the responsibility for such things lies close at our own doors. The teaching of reading cannot be right, if such are to be the fruits of the teaching. Availing ourselves of the privileges afforded by the trustees of the library, we are endeavoring to bring about a closer connection between that institution and the school children and to influence for good, as far as we can, their choice of books. In

addition to this, special attention has been paid to the teaching of reading in all grades, additional reading material has been furnished, and we are just now beginning a plan of systematic work, which, in addition to anything that the pupils may incidentally gain, has as its avowed object, the daily increase of the child's stock of ideas and of words which he may really call his own. As an important aid in this work, I propose, if no objection be made, to supply for the use of the younger children such reading matter as will afford an elementary course in History. It is rather discouraging—and as needless as discouraging—for the teachers of the seventh and eighth years to be obliged to introduce Columbus—as an entire stranger—to their pupils. Let us devote three years to the teaching of reading—make it an end for that length of time. Thereafter let it be a means: the instrument, by which constant addition may be made to the child's stock of knowledge. In this connection I may as well mention another matter which seems to me worthy of attention. I refer to the establishment of what might be known as "The Teachers' Library." Certain individuals are better adapted to teaching than others, but nobody is a "born-teacher" in the sense that he may allow certain heaven-given instincts to stand in the stead of reading, reflection and study. However successful he may be without the latter, with them his success will increase a hundred fold. There are many books available which are of the greatest value to teachers, and so just as valuable to the children. The expense of any one or two of these books is not great, but the expense of a suitable collection of them is larger than most teachers can afford. By gradually collecting say fifty such volumes in the school committee rooms and allowing them to circulate among teachers, we should at the smallest expenditure of money, get all the benefits arising from individual ownership. I am sure no investment of equal amount would yield a greater return.

TRAINING CLASSES.

The following young ladies were connected with these classes, during the whole or a portion of the Course of Lessons:

CLASS OF 1878.

Julia A. Crane.*
Florence Cobb.

CLASS OF 1879.

Alice W. Ames.
Marion A. Bowman.

Lizzie M. Cobb.
 Jennie F. Ellis.*
 Mattie E. Gray.||
 Mary J. Lonergan.*
 Winnie F. O'Brion.
 Mary A. Seavey.*
 Nettie Tellyer.

Annie A. Bent.
 Julia A. Crane.*
 Lizzie M. Cobb.
 Emma F. Pitcher.
 Ella G. Richards.†
 Mary A. Seavey.*

*Teaching in Canton. ||Teaching in Swampscott. †Teaching in Natick.

These classes were established in order that two desirable ends might be reached, viz. : that the committee might be able to offer situations to those individuals of the town who desired to teach ; and, secondly, that these individuals should have had some degree of training for the work which they were to undertake. The committee are justified in doing the former, so long as they secure as efficient services in the town as they can secure outside of it : the necessity of the latter is self evident. After observing the work which the training class pupils do in the school rooms, it is possible to know what their value as teachers will be, and the risk in filling vacancies is reduced to the minimum. It is difficult to over estimate the value of a thoroughly trained teacher. It is true that experience only can afford the most valuable lessons, and the whole work of the training pupils is based on experience. By it they learn something of the work of the school room and may judge whether they are in any degree fitted for it. By observation of their successes and failures, we also are able to decide in regard to the value of their services. Whatever time and labor these classes have involved is repaid many fold by the successful work which the graduates are now accomplishing in our own schools.

CONCLUSION.

In conclusion I am not able to say that our schools are in a satisfactory condition. I can say, however, that our teachers have done a large amount of effective work which must tell for good. But the end is not yet. So long ago as 1847 Horace Mann said, "I do not hesitate to express the opinion, that our children, while under ten years of age, might acquire ten times more of valuable knowledge than they now acquire." During the past five years

the work done in the primary schools of the State has greatly improved, but I believe we have only as yet made a beginning upon what may be accomplished. Much time will be necessary. It is an old saying that nobody suddenly becomes very good or very wicked. So is it in matters of education. No great and good things can be accomplished in a day or a year. "Sheep do not show the shepherd how much they have eaten by producing *the grass itself*; but by producing outwardly *wool and milk* after their pasture is inwardly digested."

I am obliged, finally, to again acknowledge the indebtedness of the school children of Canton, of the teachers and superintendent to the committee. At whatever time and trouble the duties of your office are performed, you have the satisfaction of knowing that no more responsible and important service devolves upon any citizens of the commonwealth.

G. I. ALDRICH.

At a meeting of the School Committee of Canton, held Monday, March 15, 1880, the foregoing reports were adopted as the Annual Report of the School Committee.

Attest,

GEO. F. SUMNER, *Secretary.*

FINANCIAL REPORT.

TEACHERS' SALARIES.

HIGH SCHOOL.

Clarence H. Berry.....	\$1.200 00	
Mary L. Prescott.....	550 00	1.750 00

SCHOOL No. 1.

George W. Capen.....	800 00	
James Dunbar.....	246 25	
Mattie E. Gray.....	5 25	
Charlotte Tucker.....	356 00	
Eliza A. Sumner.....	360 00	1.767 50

SCHOOL No. 2.

Abby J. Snow.....	160 00	
Jennie F. Ellis.....	192 00	352 00

SCHOOL No. 3.

Frederic L. Owen.....	800 00	
Lucy J. Blackman.....	144 00	
Emma P. Bense.....	370 00	
Lucie A. Hall.....	400 00	
E. Isabelle Bense.....	192 00	
Ella M. Hill.....	360 00	
Carrie L. Shattuck.....	344 00	
M. Ella Deane.....	153 00	
Carrie E. Silloway.....	340 00	
Julia A. Crane.....	184 00	
Mary A. Seavey.....	93 75	
Jennie F. Ellis.....	30 00	
W. F. O'Brien.....	15 63	3.426 38

SCHOOL No. 4.

L. Jennie Bartlett.....	360 00
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SCHOOL No. 5.

Mary J. Holmes.....	360 00
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SCHOOL No. 6.

Mary J. Lonergan.....	\$360 00	
Mary Sheahan.....	360 00	720 00

SCHOOL No. 7.

Mary Scollard.....	400 00	
Helen G. Kinsley.....	344 00	744 00

MUSIC.

H. J. Whittemore		100 00
		<u>744 00</u>
		\$9.579 88

CARE OF ROOMS.

School No. 1.....	\$ 91 00	
“ “ 2.....	26 30	
“ “ 3.....	294 90	
“ “ 4.....	20 00	
“ “ 5.....	20 75	
“ “ 6.....	74 80	
“ “ 7.....	66 84	
High School.....	89 00	\$683 59

FUEL.

School No. 1.....	\$ 57 00	
“ “ 2.....	27 93	
“ “ 3.....	152 00	
“ “ 4.....	26 25	
“ “ 5.....	23 68	
“ “ 6.....	77 19	
“ “ 7.....	43 93	
High School.....	68 96	\$476 94

REPAIRS.

SCHOOL No. 1.

S. W. Sanford, making blackboards.....	\$ 16 68	
J. H. Bancroft, curtains and fixtures.....	21 25	
B. W. Wentworth, making blackboards.....	25 80	
William Hesketh, labor and stock.....	12 50	
Samuel Bright, “ “	49 82	
D. M. Goodrich, fire pot for furnace.....	23 25	149 31

SCHOOL No. 2.

William Hesketh, labor and stock.....	\$8 75	
William Blackman, " "	7 36	
" " making chalk racks.....	3 00	19 11

SCHOOL No. 3.

J. A. Swasey, making blackboards.....	144 39	
George W. Saunders, setting glass, etc.....	15 78	
J. A. Swasey, blackboards.....	20 16	
Peter Farrell, labor and stock.....	12 34	
William Blackman, " "	139 67	
" " " "	3 25	
" " " "	9 51	345 10

SCHOOL No. 5.

George W. Saunders, whitening walls, etc...	6 50	
William Blackman, making table, etc.....	18 00	
D. M. Goodrich, repairing pump, etc.....	11 60	36 10

SCHOOL No. 6.

William Hesketh, labor and stock.....	5 70	
Peter Farrell, plastering.....	15 10	
Thomas Lonergan, cash paid out.....	4 25	
Samuel Paul, lumber for privy	25 99	
William Blackman, labor and stock.....	20 41	
William E. Pierce, work on privy.....	25 75	
John Glynn, staples and hooks.....	1 25	
William F. Healey, labor and stock.....	15 25	
J. A. Swasey, blackboards.....	27 04	
P. A. Wales & Sons, repairing pump.....	2 00	
William Blackman, making window strips...	4 50	147 24

SCHOOL No. 7.

P. A. Wales & Sons, repairing pump.....	5 00	
David Hill, labor.....	2 81	
Samuel Paul, shingles, etc.....	67 21	
E. Shapleigh, laying shingles.....	34 00	
William Blackman, labor.....	75	
" " " "	50	
D. M. Goodrich, repairing funnel.....	4 06	114 33

HIGH SCHOOL

William Blackman, making platform.....	5 00	
James Wallace, awning.....	10 50	
B. W. Wentworth, blackboards.....	21 51	

George Blackman, setting glass.....	\$2 60	
Samuel Bright, repairing doors.....	2 25	
William Blackman, labor and stock.....	37 90	
D. M. Goodrich, funnel.....	7 00	86 76
		<hr/>
		\$897 95

INCIDENTALS.

SCHOOL No. 1.

D. C. F. Ellis, supplies.....	\$1 43	
“ “ books for indigent children...	30	
E. & N. Bent, supplies.....	7 60	9 33

SCHOOL No. 2.

D. C. F. Ellis, supplies.....	3 65	
E. & N. Bent, “	20	
Frank R. Bird, paid for curtains, etc.....	11 50	15 35

SCHOOL No. 3.

Cornelius Ring, cleaning well.....	2 00	
D. M. Goodrich, supplies.....	7 08	
D. C. F. Ellis, “	32 16	
“ “ books for indigent children...	26 85	
E. & N. Bent, supplies.....	16 44	
E. O. & H. Fuller, supplies.....	5 68	90 21

SCHOOL No. 4.

E. & N. Bent, supplies.....	1 10	
D. C. F. Ellis, “	75	
Jesse Fenno, “	2 50	4 35

SCHOOL No. 5.

D. C. F. Ellis, supplies.....	3 88	
“ “ books for indigent children..	3 29	
S. H. Capen, supplies.....	1 27	8 44

SCHOOL No. 6.

D. C. F. Ellis, supplies.....	4 27	
“ “ books for indigent children..	22 40	
E. & N. Bent, supplies.....	5 63	
D. M. Goodrich, dippers.....	25	
E. O. & H. Fuller, supplies.....	2 98	35 53

SCHOOL No. 7.

D. C. F. Ellis, books for indigent children..	5 50	
E. & N. Bent, supplies.....	1 20	
A. C. Kollock, cash paid out.....	2 00	
Wm. F. Healey, carting gravel.....	1 00	
N. E. Sch. Furnishing Co., mat.....	4 20	
E. O. & H. Fuller, sinks, ewers, &c.....	18 00	32 41

HIGH SCHOOL.

C. H. Berry, cash paid for oil, express, paper, &c.....	16 47	
C. H. Berry, cash paid for chem's, phials, &c	20 49	
D. C. F. Ellis, supplies.....	19 41	
Wm. Bense, printing examination papers..	21 00	
“ “ “ diplomas, programmes, &c.	44 25	
Trustees Parish Hall, rent.....	3 00	
E. & N. Bent, supplies.....	11 56	136 18

 \$331 80

MISCELLANEOUS.

Wm. Bense, printing reports.....	\$59 50	
T. F. Mitchell, erasers.....	19 50	
A. C. Kollock, services as secretary.....	25 00	
Byam Bros. express.....	5 83	
Cochrane & Sampson, printing.....	9 75	
E. B. Thorndike, printing and advertising..	16 00	
Winkley, Thorp & Co., crayons, paper, etc.	25 02	
F. A. Packard & Co., paper.....	9 40	
G. I. Aldrich, cash paid for sundries.....	10 40	
D. Appleton & Co., books.....	9 04	
Thompson, Brown & Co., books.....	6 05	
J. L. Hammett, reading charts and books..	22 65	
M. W. Tewkesbury, books.....	11 28	
Ward & Gay, electric pen and paper.....	46 50	
N. E. School Furnishing Co., supplies.....	40 49	
John A. Boyle, books.....	1 80	
Wm. Ware & Co., books.....	20 48	
W. O. Chapman, barbed wire for fence....	27 75	
John Lawrence, labor building fence.....	16 00	
Alonzo Bright, plank.....	7 00	
Dennison Manf'ring Co., gobang counters..	3 00	\$392 44

Paid by Selectmen for insuring school buildings* 183 13

*This item should not be charged against the appropriation for School expenses. No estimate was made for it at the beginning of the year; the insurance was not ordered by the School Committee, nor have they had any thing to do with the expenditure of the money.

TOWN OF CANTON IN ACCOUNT WITH PUBLIC SCHOOLS.

Dr.		Cr.	
Appropriation for Teachers' salaries,		Teaching, - - - -	\$9.579 88
fuel and care of rooms, - -	\$10.450 00	Care of rooms, - - - -	683 59
Repairs and incidentals, - -	1.400 00	Fuel, - - - -	476 94
Supervision, - - - -	1.300 00	Repairs, - - - -	897 95
Statefund, - - - -	146 37	Incidentals, - - - -	331 80
Dog tax, - - - -	441 55	Miscellaneous, - - - -	392 44
		Supervision, - - - -	1.300 00
		Balance-cash, - - - -	75 32
	<u>\$13.737 92</u>		<u>\$13.737 92</u>

REPORT OF ATTENDANCE, ETC., FROM MARCH 1, 1879, TO MARCH 1, 1880.

SCHOOLS.	TEACHERS.	Whole No. Enrolled.	Whole No. of Diff. Pupils	Average Number.	Average Daily Attend'ce.	Per cent Daily Attend'ce.	Number of Tardinesses <i>pro rata</i> of Av. Attend'ce.	Cases of Truancy.	Number of Visits.	
High.....	{ C. H. Berry, Prin. Mary L. Prescott.	77	52	50.6	48.9	96	.61	2	44	
No. 1.										
A & B Gram.	G. W. Capen, Prin.	81	61	42.2	39.4	93	1.49	5	64	
C D Gram. A Pr.	Charlotte Tucker.	57	31	35.7	34.6	96	2.68		126	
B C D Primary.	Eliza A. Sumner.	58	58	37.6	35.7	94	3.22		176	
	Total.....		150	115.5	109.7	94	2.43	5	366	
No. 2.										
Mixed.....	Jennie F. Ellis	34	34	24.9	23.3	93	2.18	1	68	
No. 3.										
A Grammar....	F. L. Owen, Prin.	87	60	52.7	50.6	96	1.97	1	136	
B "	Emma P. Bense.									
C "	Lucie A. Hall		73	40	35.3	33.5	94	2.83	6	79
D "	E. I. Bense.		86	41	43.8	42.2	96	1.54	12	75
A Primary.....	Ella M. Hill.	101	61	43.6	41.4	94	1.37	8	107	
B "	Carrie L. Shattuck.	89	55	45.	42.3	94	1.79	6	142	
C "	Julia A. Crane.	98	60	47.5	44.7	94	2.63	6	146	
D "	Carrie E. Silloyay.	127	123	69.4	64.4	92	1.86		258	
	Total.....		440	337.3	319.1	94	1.97	39	807	
No. 4.										
Mixed.....	L. Jennie Bartlett.	29	29	20.3	19.	93	4.57		62	
No. 5.										
Mixed.....	Mary J. Holmes.	53	51	35.2	32.9	93	2.79	6	104	
No. 6.										
C D Gram. A Pr.	Mary J. Loneragan.	54	45	27.5	26.3	95	3.95	6	82	
B C D Primary..	Mary Sheahan	78	74	39.9	37.1	92	1.42		74	
	Total.....		119	67.4	63.4	94	2.47	6	156	
No. 7.										
C D Gram. A Pr.	Mary Scollard.	55	36	32.4	30.2	93	1.19	1	68	
B C. D Primary.	Helen G. Kinsley.	69	68	38.	35.4	93	1.27	2	74	
	Total.....		104	70.4	65.6	93	1.23	3	142	
	Grand Total.....		879	721.6	681.9	94	2.04	62	1885	

EXAMINATIONS IN NORFOLK COUNTY.

Arrangement of the Towns according to their rank in the several branches in which the Schools were examined.

PERCENTAGES IN PRIMARY GRADE.												PERCENTAGES IN GRAMMAR GRADE.											
READING.		PENMANSHIP.		SPELLING.		LANGUAGE.		ARITHMETIC.		TOTALS.		READING.		PENMANSHIP.		SPELLING.		LANGUAGE.		ARITHMETIC.		TOTALS.	
Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.	Towns.	Per cent.
C. 79	72	C. 73	63	C. 90	73	C. 82	71	L. 75	74	C. 82	1	C. 79	76	C. 82	68	C. 83	75	C. 82	73	C. 70	62	C. 77	2
U. 72	70	E. 63	57	L. 67	67	D. 63	62	D. 72	72	E. 69	69	T. 76	75	E. 59	55	T. 73	73	T. 66	66	T. 61	57	T. 68	8
W. 70	70	D. 53	53	E. 67	67	B. 62	61	E. 68	63	U. 68	68	U. 75	74	U. 55	53	U. 71	71	U. 60	60	U. 54	51	U. 66	3
G. 08	08	U. 55	55	F. 66	66	T. 61	61	P. 62	62	P. 61	61	P. 73	73	P. 54	54	P. 66	66	P. 60	60	P. 59	58	P. 60	8
L. 67	67	P. 54	54	U. 63	63	R. 61	61	R. 63	63	R. 61	61	E. 73	73	E. 53	53	B. 65	65	B. 58	58	V. 52	50	V. 59	4
S. 66	66	T. 52	52	D. 65	65	D. 56	56	C. 67	67	C. 66	66	V. 71	71	V. 53	53	V. 66	66	V. 60	60	V. 53	52	O. 58	3
P. 66	66	V. 51	51	S. 65	65	A. 56	56	A. 68	68	U. 60	60	A. 71	71	A. 52	52	O. 65	65	O. 56	56	E. 50	50	E. 50	4
J. 61	61	B. 51	51	I. 65	65	U. 55	55	U. 62	62	U. 68	68	S. 70	70	S. 51	51	A. 64	64	D. 55	55	N. 47	47	N. 50	5
T. 64	64	F. 50	50	R. 63	63	S. 52	52	S. 60	60	S. 58	58	D. 69	69	D. 49	49	D. 64	64	I. 54	54	F. 44	44	F. 48	8
O. 61	61	B. 50	50	A. 61	61	I. 54	54	I. 60	60	I. 56	56	I. 71	71	I. 49	49	I. 64	64	X. 53	53	X. 41	41	X. 53	8
V. 64	64	A. 50	50	R. 62	62	B. 50	50	B. 58	58	S. 53	53	X. 68	68	X. 48	48	X. 60	60	X. 53	53	X. 43	43	X. 53	3
Y. 61	61	S. 48	48	G. 61	61	O. 48	48	O. 55	55	E. 53	53	G. 68	68	G. 46	46	G. 64	64	S. 54	54	S. 43	43	S. 48	3
I. 64	64	O. 47	47	T. 61	61	J. 45	45	J. 56	56	J. 52	52	J. 67	67	J. 44	44	J. 67	67	J. 50	50	J. 42	42	J. 52	6
E. 53	53	G. 46	46	W. 61	61	V. 45	45	V. 55	55	Q. 51	51	R. 67	67	R. 44	44	R. 58	58	R. 50	50	R. 40	40	R. 51	5
A. 55	55	Q. 43	43	O. 54	54	W. 44	44	W. 55	55	W. 49	49	I. 66	66	I. 43	43	I. 57	57	I. 49	49	I. 38	38	I. 50	8
D. 53	53	W. 38	38	N. 50	50	M. 36	36	M. 53	53	M. 42	42	N. 66	66	N. 44	44	N. 66	66	N. 43	43	N. 35	35	N. 51	3
II. 53	53	K. 35	35	M. 46	46	K. 31	31	K. 53	53	K. 40	40	K. 65	65	K. 43	43	K. 55	55	K. 47	47	K. 37	37	K. 47	8
F. 52	52	M. 31	31	M. 43	43	II. 30	30	II. 52	52	II. 40	40	F. 63	63	F. 42	42	F. 51	51	F. 49	49	F. 37	37	F. 47	4
E. 45	45	X. 29	29	X. 42	42	X. 29	29	X. 31	31	X. 32	4	II. 60	60	II. 36	36	II. 46	46	Q. 41	41	Q. 35	35	Q. 45	1



